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University of Texas Bulletin

No. 1769: December 10, 1917

How to Organize and Conduct a School and Community Fair

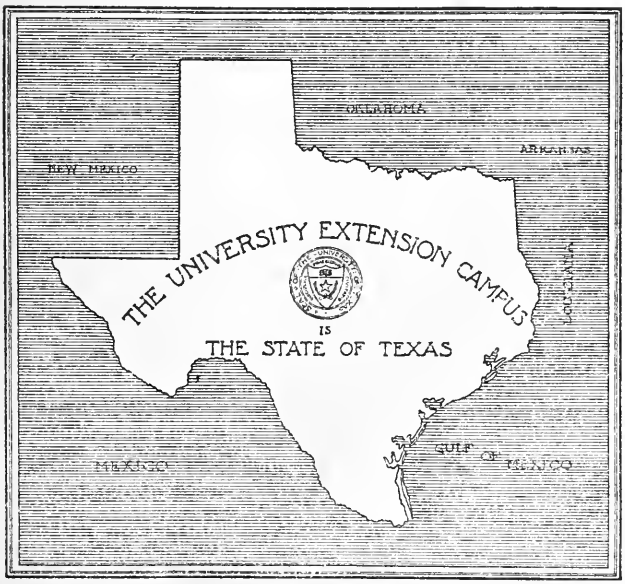
By

AMANDA STOLTZFUS

Lecturer on Rural Education

in the

Division of School Interests, Department of Extension



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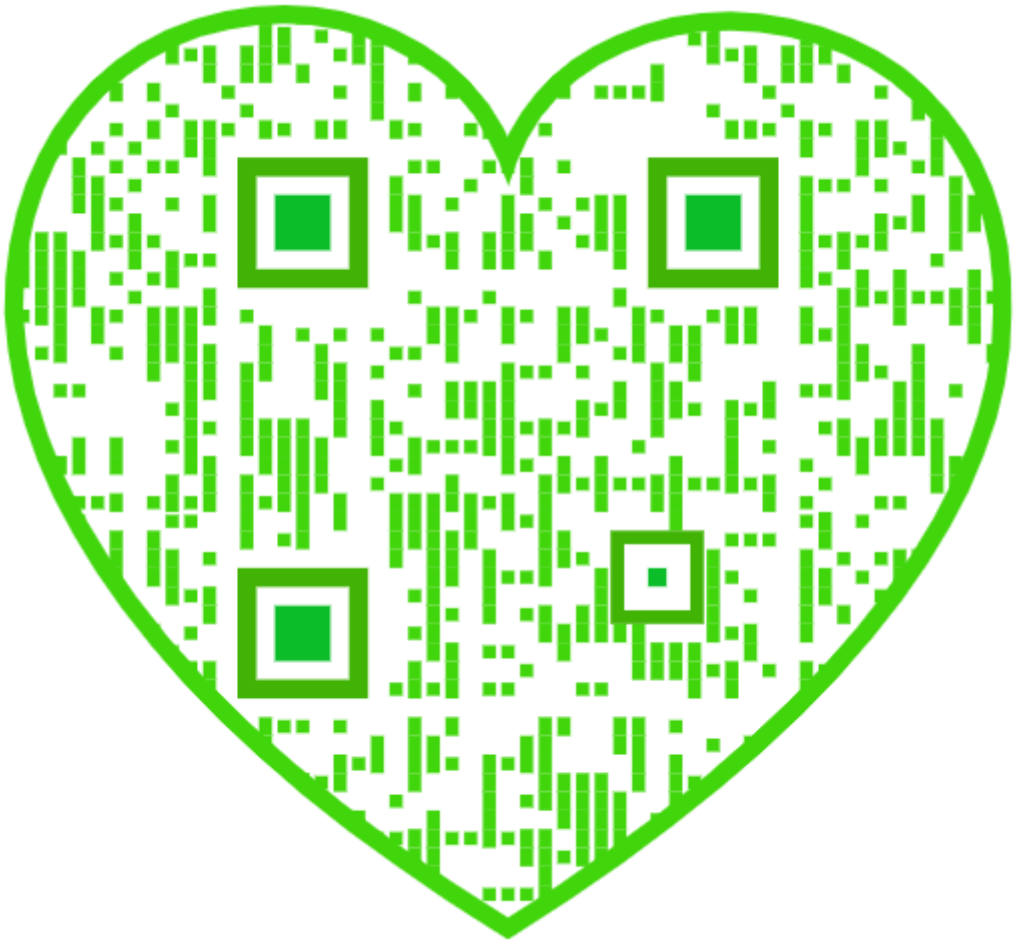

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The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.

Sam Houston

Cultivated mind is the guardian genius of democracy. . . . It is the only dictator that freemen acknowledge and the only security that freemen desire.

Mirabeau B. Lamar

D. of D.
OCT 21 1918

"I pledge allegiance to my flag and to the republic for which it stands; one nation indivisible, with liberty and justice for all."

HOW TO ORGANIZE AND CONDUCT A SCHOOL AND COMMUNITY FAIR

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HOW TO ORGANIZE AND CONDUCT A SCHOOL AND COMMUNITY FAIR

Introduction

The building of community spirit has always been one of the chief aims of the work of the American public school, but today when the cooperation of all the social and economic forces of community, state, and nation is necessary to save our free institutions—when democracy is fighting for its life, the responsibility to the public school has been multiplied a hundred-fold. How, then, to arouse and foster the spirit of cooperation and to organize the school and community for better service, local and national, is an all important problem for the teacher and other community leaders. To help solve this problem is the purpose of this bulletin.

I

WHAT IS A SCHOOL AND COMMUNITY FAIR?

A school and community fair may be defined as a diminutive county fair with the questionable amusements and other commercial features omitted. Its competitive activities and exhibits, moreover, are limited to a community consisting of one or more school dstricts, where people usually live and work under very similar conditions. For these reasons cooperation is facilitated.

II

VALUE OF SCHOOL AND COMMUNITY FAIRS

People of a community must first get awake before they can get together and get to work.

School and community fairs* have for a number of years, been held in progressive communities throughout the country,

*Successful school and community fairs in Texas have been held at Claude, Whitt, Pleasant Grove, Hempstead, Cline's Prairie, Livingston, Harmony, Blue School, Tuleta, and Gainesville.

where they have been much appreciated for their educational value. They have proven ready and effectual means of awakening communities to life. Some general ways in which they help to do this are: (1) They arouse the interest of the teacher, pupil, and patron in problems that vitalize school work, and give concrete evidence that the work of the efficient school is not limited by the four walls of the school room but that it reaches out to the life and activities of the whole community; (2) they evoke cooperative effort and the spirit of tolerance necessary to eliminate petty jealousies and suspicions so detrimental to growth and prosperity; (3) their exhibits call forth that friendly rivalry which is productive of higher ideals and the constructive thought necessary to attain them; (4) they provide opportunity for engaging in valuable social and recreational activities, and patriotic demonstrations; (5) they offer a common working basis for closer and more effectual cooperation of county, state and national agencies organized for the promotion of rural welfare at a time when such unity of effort is of supreme importance in winning the war, and for making the best use of the victory to come.

Among the possible specific benefits to be derived from school and community fairs are the following:

1. Better crops and live stock.
2. Better methods of farming and housekeeping.
3. Improved homes and farms.
4. Teaching of vocational agriculture and home economics in the public schools.
5. Consolidated schools.
6. Good roads.
7. A more satisfying social life.
8. Community and county libraries.
9. Closer touch with State, and Federal Extension Service.
10. An active business organization of farmers ready and willing to cooperate for common good.
11. Organization of constructive county, state, and national activities.
12. Building of good citizenship—TRUE PATRIOTISM.

III

ORGANIZATION OF THE FAIR

"The thing to be done is more important than the method of doing it."

Fundamental work in organizing the school and community fair begins, logically, in the schoolroom, where the teacher interests her pupils in the proposition. The children in turn will discuss the proposed plans in their homes. Patrons and friends of the school then take up the subject, and the whole

Assembling for the parade at the school and community fair

community will in due time be ready for a mass meeting at the schoolhouse where accurate details, values, and possibilities can be presented and discussed. This meeting will possibly be the best time to effect a simple, permanent organization whose officers should consist of president and secretary. There should also be appointed a number of committees consisting of individuals who are vitally interested in this matter.

The teacher or some other wide-awake citizen should be elected secretary. The success of the fair will largely depend

on the efforts of this officer. Each committee should consist of three or five members, one of which should be a pupil in the school directly interested.

By appointing the following committees, the responsibility of the work will be rightly placed upon the entire community:

1. General arrangements—grounds and exhibition space, decorations, tags, entries, publicity, and securing of judges.
2. Farm and garden crops.
3. Live stock and poultry.
4. Dairy products.
5. Home economics.
6. Sanitation.
7. Premiums and prizes.
8. Parade and floats.
9. Programs, entertainments, and refreshments.

These officers and committees should meet several times before the opening of the fair for the purpose of effecting a better organization.

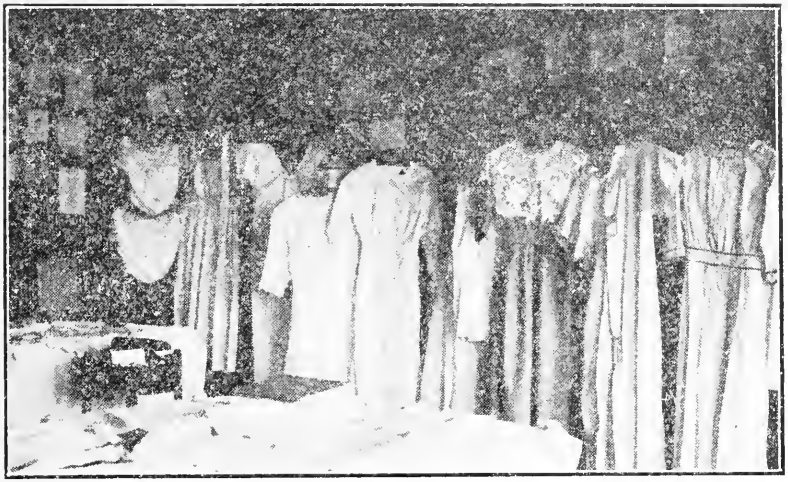
IV

EXHIBITS

"To get anywhere it is necessary to start from where you are."

Since one of the chief aims of the school and community fair is to build up community spirit, the exhibits must primarlly express the willingness to help rather than the spirit to excel; and, although friendly rivalry is an incentive in getting up the fair, the mere idea of excelling should be subordinated to the general aim of "helping things along." The right spirit was shown by a mother who came with her children to enter their home and farm products, saying to the committee: "You may not need all these things; there will be many better articles of the same class here, but we thought they might help." With this thought uppermost in mind, the exhibitor will contribute *what he has,* and the completed exhibition will represent the normal production of the community. Here, as in all successful projects, it is not the efforts of the individual,

nor the individual efforts of the community group that bring success, but it is the "everlasting TEAM PLAY of every blooming soul."



The sewing class exhibit

A corner in the school wood shop, showing articles ready for exhibit.

V

PARTICIPANTS IN THE FAIR

A most important feature of the school and community fair is the fact that it offers opportunity to everybody in the community to take part. Not only are pupils, teachers, farmers and housewives vitally concerned in this event, but the local physician, the minister, the carpenter, the ranchman, the garage man, the merchant, the blacksmith, the postmaster, the dairyman, the Red Cross society, the Council of Defense, the church, the Sunday school and other local organizations—in short, every individual and every group of people in the neighborhood may participate. It is their fair, to be held in their community, at their school plant.

VI

THE TIME TO HOLD THE FAIR

The best time to hold a school and community fair is obviously during the spring or autumn months—May or June, if the school work is to receive the main consideration; October or November, if the farm crops are to be emphasized. The most suitable date will vary in different sections of the State according to climatic conditions.

To insure adequate school exhibits it is wise to begin work for the next fair as early in the school session as possible.

VII

THE PROGRAM FOR FAIR DAY

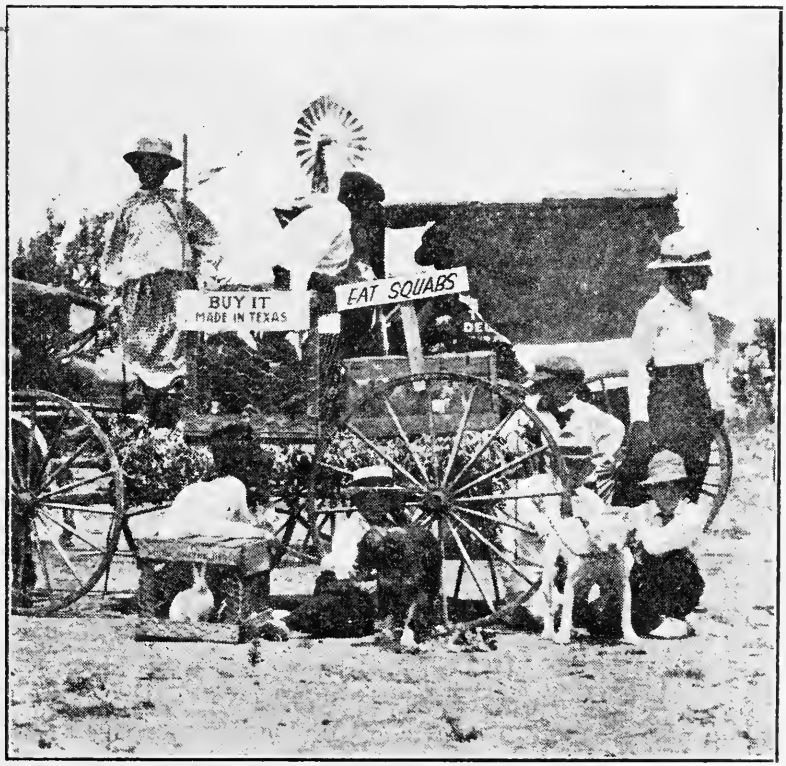
A well organized program, well carried out, insures success on fair day; and before the day is over, folks will begin to plan what to do on the next fair day.

A MODEL PROGRAM

9:30 A. M. 10:00 A. M.—Assembling for parade.
10:00 A. M.-10:30 A. M.—Procession.
10:30 A. M.-12:00 M. —Viewing and judging exhibits.

12:00 M. - 1:00 P. M.—Picnic dinner.
1:00 P. M.- 3:00 P. M.—Pupils' program.
3:00 P. M.- 3:30 P. M.—Addresses.
3:30 P. M.- 3:50 P. M.—Auction.
3:50 P. M.- 4:00 P. M.—Awarding prizes.
8:00 P. M.—An illustrated lecture; or an entertainment—a drama by local talent, a moving picture, or a concert by the music club.

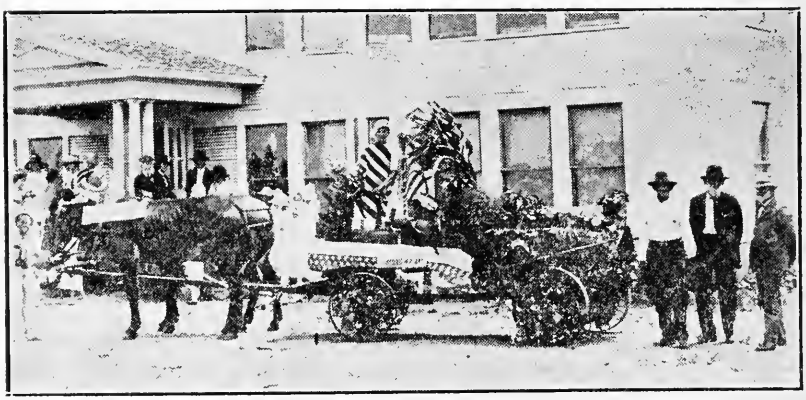
For further suggestions on programs see *Thanksgiving Exercises, A Community Get-Together Day,* and *Rural Life Day,* in "Programs for Schoolhouse Meetings," Bulletin No. 56, 1917, Department of Extension, University of Texas; "School Closing Exercises," Bulletin No. 16, 1916, Department of Extension, University of Texas.



A group of young exhibitors ready to enter the parade.

1. The Parade.—Perhaps the best idea of the parade can be obtained by describing one that opened a school and community fair in Southwest Texas last May. Promptly at half past nine o'clock in the morning, the people of a small rural school district began to assemble for the purpose of forming the parade of their school and community fair. There seemed to be a spontaneous outburst of the life of the entire community as the number of farm teams, floats, and farm animals grew beyond all expectation. Soon the marshal and his assistants arranged the order of march according to a previously arranged plan, after which the procession proceeded to the schoolhouse a half mile away.

In the van were seen the little children led by a girl carrying the placard, "Texas' Greatest Asset Is Her Texas Babies." There were babies in perambulators, some in their mother's arms, others toddling beside their mothers. A wheelbarrow



"An Ammunition Plant." The blue ribbon float at Tuleta school and community fair.

labeled "Baby Health is Texas Wealth" displayed these placards, "Patent Medicine Kills," "Pure Milk Saves Babies." Behind these placards there stood a healthy specimen of manhood about three years old. This vehicle was pushed by a young woman who also led a long line of school girls who were holding a rope of red, white, and blue streamers and carrying flags. Next came the little boys with manly stride, some lead-

ing their pet dogs; others pulling gaily decorated floats built on "Express" wagons of their own make and containing happy families of rabbits, pigeons, bantams, or tiny pigs. Next came the larger boys leading their calves and colts, or driving decorated floats containing products from their war gardens and from their farm projects. One wagon bed profusely decorated with "yellow top," contained a brood of fine Duroc pigs, and bore this inscription, "We Do Our Bit." A float of garden vegetables announced, "We Live At Home." The new school-and-community-canner flanked by numerous tin cans flaunted these words from its placard: "Help Can the Kaiser by Canning Your Beans." "More Songs of Cheer Throughout the Year" was the message from the car that carried representatives of the "Singing Class."

The farmer who later was awarded the prize for doing the best farming in the community drove up in his farm wagon which was laden and decorated with samples of every kind of crop his farm was producing. His placard read: "Intensive Cultivation Pays." The school float was labeled "Better Farming and Housekeeping Help Win the War." There was seen a dairy cow labeled "The Mortgage Lifter;" another that carried her record card with the words, "I Test 5½%." A group of calves driven by modern "cowmen" who knew how to "sit" their hardy ponies, formed an interesting spectacle. The mercantile company hitched to its patriotically decorated roadster a trailer which was loaded with all kinds of labeled wheat substitutes. The driver of this float scattered printed recipes for making quick breads of the wheat substitute flours. The warehouse float hoisted a card which read: "Feed! The Stuff that Saved Our Farms During the Drouth." The postmaster found an abandoned covered wagon over which he pasted thrift stamp and liberty loan posters and surmounted the whole with flags. This equipage was pulled by a pair of burros whose driver sang "America" through a huge megaphone as the procession moved along. "No Tire Trouble" was the label carried by a little donkey covered with shoe boxes advertising the shoe department in the local store. A bevy of young ladies dressed as Red Cross nurses were seated in a car surmounted by a Red Cross flag and driven by a boy scout.

There were various other attractive features with suggestive placards, herds of cattle, pigs, horses, mules, and coops of poultry including "The Little Red Hen" which was the pet of a young business man of the community and which added to the merriment of the occasion by singing whenever her owner came near her cage. The rear of this parade that did so much to arouse interest in the fair and in this community consisted of a group of young actors who were advertising the "Jolly Farmers' Minstrel Show." This performance was given at 8:00 p. m. in the school auditorium to a large and most appreciative audience which, in the stress and strain of the times, needed just this bit of fun to end a successful day.

For other suggestions on "Parade" see "Agricultural Exhibits and Contests," S. R. S. Doc. 42. A 1-2, U. S. Department of Agriculture.

2. Viewing and Judging Exhibits.—Upon reaching the school-grounds, the procession should disband—the animals hitched in stalls provided for them, and the vegetables and other suitable articles added to the general exhibit. At this time the

Well arranged for a one-room school.

judges should finish their work, student assistants aid in showing and explaining exhibits, and the committees on games and outdoor contests give their part of the program.

3. The Noon Lunch.—The best way to solve the problem of refreshments in a small community is to serve on a common table a basket dinner. Each family should bring enough food

for itself and for two or three guests. This food should conform to the requirements of the Food Commission, and consist of the same simple but wholesome fare found at home. (Barbecues are unpatriotic institutions during war times when our allies are starving and our soldiers are to be fed.)

What could be more appetizing and satisfying to a group of hungry people than a pot of well-cooked beans flavored with peanut oil, a plate of corn bread sticks, sandwiches of milo maize bread filled with homemade peanut butter and cottage cheese, a dish of potato salad daintily garnished with lettuce, some red beet pickles, a rice pudding stuffed with raisins, and a "war ginger cake?" Then, if desired, cold milk could be added for the children, and coffee for the old folks. Certain

The noon lunch at the school and community fair.

families could bring certain foods in this list. Such a plan would prevent needless duplication, and save work.

If there are many people to serve, food could be solicited as free contributions and sold by the school or the Red Cross Chapter. The mass meeting should decide this matter.

4. A List of Suggestive Demonstrations for Pupils.—

(1) Testing field and garden seed.

(2) How to terrace land. Why?

(3) How to keep moisture in the soil.
(4) Demonstration in concrete mixing.
(5) Home-mixed fertilizers, with charts showing percentage composition and costs.
(6) Display and description of local soils.
(7) An experiment in good cultivation.

5. Games and Contests.—There may be time and opportunity for games, contests, folk dances, and others recreations. Among suitable contests are the following:

1. Judging livestock and farm products.
2. Riding, driving, and hitching of horses.
3. A plowing match.
4. Killing and dressing of poultry.
5. Naming farm and garden seeds.
6. Throwing rope.

A lively contest.

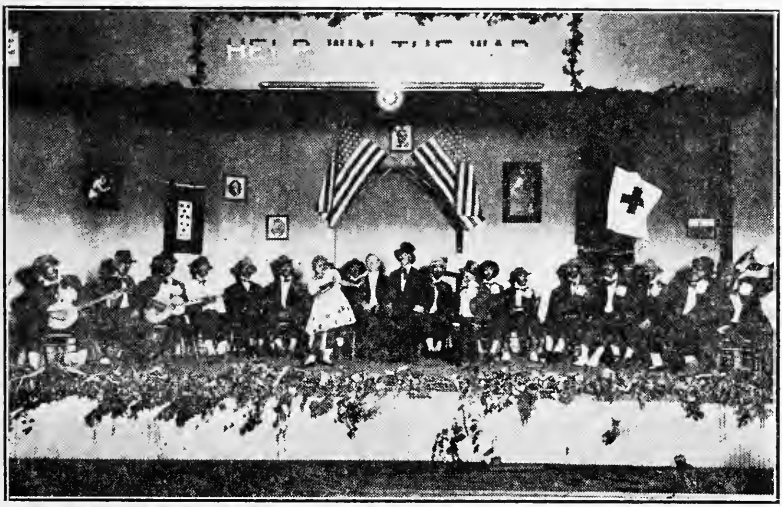
7. Tying knots.
8. Naming trees and shrubs from leaves.
9. Naming flowers.
10. Naming weeds or useful plants.
11. Naming common birds from pictures.
12. Setting the table.
13. Making muffins, or cornbread.
14. Sewing on buttons.
15. Making a button hole.
16. Knitting.

17. Singing: Duets, quartettes, choruses. (This feature will help to furnish music for the occasion.)
18. Calling class yells, singing school songs, or reciting school poems.
19. Arithmetic matches—fundamental processes.

In contest features, always arrange for team work, if possible.

For suitable games and folk dances see the bibliography in "Beginning and Developing a Rural School," Bulletin No. 1729, Department of Extension, University of Texas.

5. The Auction.—The last feature of the afternoon preceding the awarding of prizes is the auction of articles donated to the school, the Red Cross Chapter, or to some other patriotic



The Tuleta "Jolly Farmers' Dramatic Club" rehearsing a "minstrel show" in their schoolhouse.

cause. The auctioneer must be quick of speech, witty, and waste no time. He should make this exercise a short, but valuable part of the day's exercises.

6. The Night Session.—An attractive entertainment should form a fitting close to this profitable day. If the community affords among its leaders a person who can take the local

talent and present a good drama or concert, by all means give such an entertainment. If this is not feasible, send to the University of Texas Department of Extension for a list of lectures illustrated by stereopticon, select a suitable set of slides, and appoint some one to give the lecture.

The night program could be used to supplement the treasury of the school or of the Red Cross by charging a small admission fee.

VIII

FINANCING THE FAIR

"Where does the money come from to finance the fair?" is a very pertinent question, and one that received this answer from an officer of a recent school and community fair: "We don't need money to put this fair through. That is the reason there are no charges for entries, and no gate fees."

However, it may be desirable to have some printing done, but the small amount needed to pay for this can be raised by subscription, by the proceeds of an entertainment, or by selling the advertising space in the catalogs and premium lists, if these be needed.

In making preparations for the fair some extra labor may be required. Instead of hiring this done, organize a community "working bee" to do it. The school should take a prominent part in this work. No better lesson in social service could be afforded these young people than their assuming much of the responsibility in preparing for their school and community fair.

IX

SUGGESTIONS

1. Fair Grounds.—Hold the fair on the school grounds. If this space is not sufficient, rent or buy additional land adjoining the school ground. When the fair is over, cultivate this land and add the income to the school treasury.

2. Publicity.—Advertise the fair throughout the entire community. The pupils can make attractive posters to be hung in

the post office, the store, and in other public places. If desired, and if there are available funds, print small hand bills for general distribution. The local newspapers will always publish communications of interest to their patrons.

3. Judges.—If possible, obtain judges outside the community. County farm demonstrators, teachers of agriculture, or representatives from the State Agricultural College and State University are usually available for such work.

4. Exhibition Space.—The exhibits require a clean, well-lighted place set apart for the purpose. The school room walls, tables, shelves, or tops of desks may furnish suitable space. Sometimes it is convenient to use a certain section of the room for booths to be occupied by particular industries, individual farmers, gardeners, clubs, or grades in school. The manual training shop, the woodhouse or even the hitching barn, if properly cleaned and screened, can be converted into a suitable exhibit room. Rough walls should be covered with natural colored burlap, carpet paper, or wall paper of a neutral tint. The blackboards can also be utilized by using gum labels for attaching drawings and other paper work. Screens make good exhibit space for textiles, or drawings.

5. Care and Installation of Exhibit.—The Committee on various kinds of exhibits will see that exhibits are properly prepared, and will be responsible for their care and installation. Every part of the exhibit should be as neat and attractive as possible. For instance, the vegetables should be washed and kept fresh, the dairy products kept on ice, the cookery kept behind glass doors, the flowers kept in fresh water, and the sewing and the art work so placed as to prevent handling. If possible, the general management of the exhibit should be given to the person who has the best idea of an artistic whole.

6. Decorations.—Vines, wild flowers, corn, cane, cotton stalks, bunches of grass, and branches are just the material for making tasteful decorations, which should be put up the day before the fair. Strips of red, white, and blue crepe paper add an air of festivity, while everywhere the school pennants, the state and national flags should be in evidence.

7. Floats.—Wheelbarrows, sleds, children's play wagons, go-carts, perambulators, buggies, bicycles, farm wagons, and automobiles can be decorated with the above material and converted into attractive floats for the parade.

8. Labels and Placards.—Get several sheets of white cardboard (10c a sheet), a small flat brush for lettering, and a bottle of poster ink. With these make suitable placards to label the floats and exhibits. This feature adds much interest.

9. Tags.—Model entry tags may be made by the school children as a lesson in manual training. Use Manila tag paper or pieces of cardboard from discarded boxes. Divide each tag, about 4½ in. by 2½ in., by lines into four equal parts. Space for the tag number, exhibitor's number, class number, and name of article should appear on the upper section; the exhibitor's name and address on the second section, and a duplicate of the first section written on the fourth section to be torn off as a claim check. The third section should remain blank, folded and glued back over the name and address until the judging is finished, then this flap is pulled down and the owner's name displayed. If the article is for sale, the words "For Sale" are stamped over the face of the tag, and anyone interested in the purchase of the article can find the owner.

If the exhibit is small, a tag with the number only may be used; but the tag number should also be written opposite the name of the owner in a record book kept for the purpose.

New hair pins furnish a convenient means of fastening tags securely on baked goods, such as bread and cake.

10. Premiums and Prizes.—Use blue ribbon for first prize, red for second, white for third, yellow for fourth, and pink for fifth. Merchants often supplement these premiums by donations from their stock.

Present the prizes at the end of the afternoon exercises which should close by four o'clock, and thus give farmers time to go home to do chores and return for the entertainment at night.

For further suggestions get: "Agricultural Exhibits and Contests," U. S. Department of Agriculture, S. R. S. Doc. 42, A. 1-2, Washington, D. C.; "Practical Agriculture in Texas Schools," A. and M. College, College Station, Texas.

11. Sanitation.—The business of the committee on sanitation is to see that the fair grounds are supplied with a sufficient quantity of safe drinking water for man and beast; that the outbuildings are in proper condition, that receptacles for receiving waste material are conveniently placed; and that, after the exercises, the grounds are again put in order for regular school work.

12. Relation of the School and Community Fair to the County Fair.—The school and community fair should awaken an interest in county fairs and help eliminate exploiting races and side shows. A group of school and community exhibits should attract to the county seat large numbers of people interested in the growth and progress of their county.

We quote the following paragraphs from Bulletin 870, United States Department of Agriculture, a pamphlet which the teacher who anticipates conducting a school and community fair should add to his library:

"One State has recently passed a law providing for the holding of community fairs and appropriating money for the purpose of packing community exhibits and transporting them to the larger fairs.

"An interesting county fair, made up of 72 community exhibits, was recently held in a county in the Middle West. There were no races or sideshows. The 10,000 people in attendance spent their time for two days in visiting and inspecting the exhibits and in wholesome recreation under the supervision of an expert recreational director from a neighboring city. The exhibits, occupying in all about 15,000 square feet of floor space, were housed in vacant buildings on the business street and in tents. Each community had its booth and the several communities vied with each other in making attractive exhibits of the products of the farm, home, and school."

13. Photographs of Exhibits.—Take a number of photographs of the different features of the fair. They can be used to advantage in the school history, in the County Superintendent's report, and in the county papers. Individuals will treasure these pictures as valuable souvenirs which may prove the means of inspiring other communities to take up this work.

These pictures and some of the school exhibits will furnish material for the beginning of a school museum.

14. The Committee on Entertainment is responsible for the speakers, games, pageants, parades, music, entertainment at night, and other attractions.

X

A SUGGESTED CLASSIFICATION OF EXHIBITS

The purpose of the following list is to help the community leader make his plans for a worth while exhibit.

Division I.—School Exhibits*

Class A.—Art Work

1. Freehand cutting (First and Second grade)
2. Freehand drawing, any kind
   a. Primary
   b. Intermediate
   c. High School
3. Clay modeling—Group work—Primary grade
4. Clay bar-relief (Intermediate)
5. Clay vase (High School)
6. Crayon drawing
   a. Primary
   b. Intermediate
   c. High school
7. Best water-color sketch
   a. Primary
   b. Intermediate
   c. High school
8. Map of school, or home farm to scale
9. Map of school district (Locate roads, school houses, and churches)

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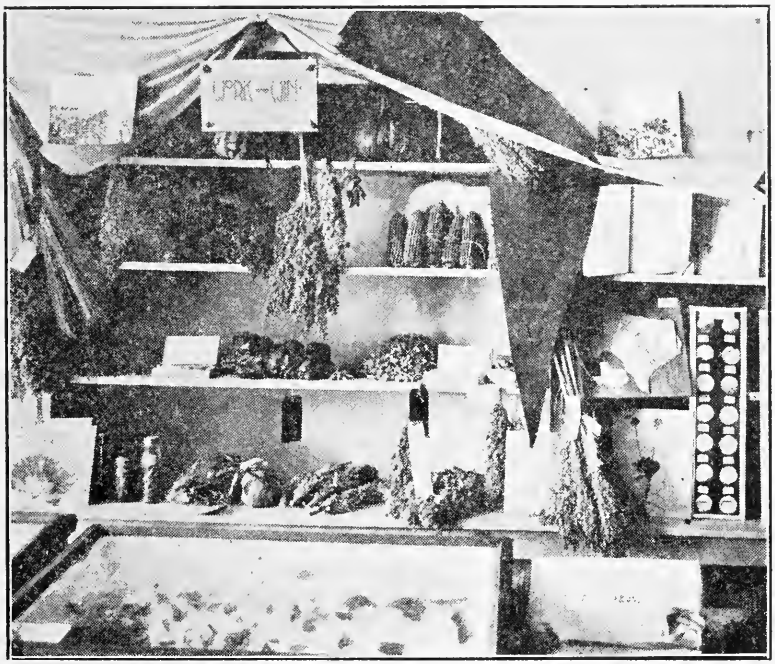
*Make the school exhibit as complete as possible. See that each child is represented. Premiums and prizes for school work should cover those projects offering the greatest scope of effort.

10. Map of county (Outline school districts)
11. Map of Texas
12. Story illustrated by original drawings, or printed pictures
    a. Primary
    b. Intermediate
    c. High school
13. Plan of a model kitchen in a farm home
14. Plan for a convenient farm home in your locality
15. Plan for grouping farm buildings



A school exhibit with valuable content

Class B.—Collections

1. Insects
2. Field and garden seeds, labeled
3. Local weed seeds, labeled, accompanied by composition telling how to eradicate

4. Herbarium of local plants. Stem, leaves, flowers, roots, fruit, of each plant must be shown.
5. Leaves (in book)
6. Rocks
7. Native woods—cut to show bark, sap wood, and heart wood
8. Historical relics and curios
9. Soils
10. Fresh wild flowers
11. Potted plants
12. Bouquet of wild or cultivated flowers

Class C.—Composition

1. Story of my garden (illustrated)
   a. Primary
   b. Intermediate
   c. High School
2. Best plan for entertaining a party of thirty or forty people
3. Plans (illustrated) for saving the housekeeper's steps
4. Best plan for giving the housekeeper a care-free and work-free Sunday. (Take into consideration the amount of work done on Saturday.)
5. How to make farm laundry work easy
6. Local history
7. Poem
8. School yell
9. Class song
10. General farm records and accounts
11. Record and account of farm project
12. Best week's menu for family on farm (Must have been prepared and served by speaker.)
13. What does *feeding the family* mean?

Class D.—Weaving

1. Woven rug (hand loom)
2. Braided rug
3. Crocheted rug
4. Corn shuck basket

5. Pine-needle basket
6. Corn shuck rug
7. Corn shuck hat, or bonnet
8. Any article made of other local fibers

Division II.—Home Economics Class

Class E.—Sewing

1. Tea towel made of flour sack
2. Kitchen apron (sleeveless)
3. Kitchen apron (with sleeves)
4. Child's dress
5. Piece underclothing made of bran sack, or of flour sacks
6. House dress
7. Table cloth made of flour sacks
8. ½ doz. table napkins
9. Quilt made of scraps
10. Sash curtains—stenciled
11. Knitted woolen socks
12. Knitted muffler
13. Knitted woolen squares for hospital comfort
14. Knitted wash rag
15. Comfort bag

Class F.—Cookery

1. Loaf of milo maize bread
2. Corn bread
3. Oatmeal layer cake (no icing)
4. Loaf Boston brown bread
5. Collection dried vegetables and fruit
6. Collection canned fruit
7. Collection brined vegetables

Division III.—Farm Exhibits

Class G.—Dairy products

1. Pound of butter
2. Cottage cheese
3. Record of dairy cow for one month
4. Plan for making butter on the farm
5. Chart showing balanced ration (local feed) for dairy cow

Class H.—Corn (single ears)

1. White dent
2. Yellow dent
3. Prolific
4. Colored varieties

Class I.—Corn (ten ears)

1. White dent
2. Yellow dent
3. Prolific
4. Colored varieties

Class J.—Grain and Hay

1. Egyptian wheat (ten heads)
2. Sugar cane, or sorghum (six stalks with heads)
3. Kafir (ten heads)
4. Milo maize (ten heads)
5. Feterita (ten heads)
6. Three stalks cow peas
7. Three stalks velvet beans
8. Bundle alfalfa
9. Cane hay
10. Buffalo hay
11. Peanut hay
12. Broom corn (ten heads)
13. Soudan hay

Class K.—Vegetables

1. Irish potatoes (one peck)
2. Sweet potatoes (one peck)
3. Turnips (one peck)
4. Squashes (three)
5. Pumpkins (best, largest)
6. Snap beans (one gallon)
7. Radishes (twelve)
8. Tomatoes (twelve)
9. Peanuts (six bunches)
10. Cabbage (best head)
11. Lettuce (three heads)
12. Beets (twelve)
13. Onions (1 peck)
14. Collection

Class L.—Fruits

1. Plate figs
2. Plate pears
3. Plate plums
4. Collection wild fruits
5. Grapes (four clusters)
6. Pecans (one gallon)

Division IV.—Farm Animals

Class M.—Poultry (any breed)

1. Cock, over 1 year old
2. Hen, over 1 year old
3. Pullet, under 1 year old
4. Breeding pen—1 male, 4 females (any size)
5. Guineas, pair
6. Ducks, pair
7. Geese, pair
8. Pigeons, pair
9. Turkeys, pair
10. White eggs, 1 doz.
11. Brown eggs, 1 doz.

Class N.—Swine

1. Pig, 2 to 4 months
2. Young herd, 1 male, 3 females under 1 year
3. Fat stock (under 9 months)

Class O.—Sheep and Goats

1. Doe, any age
2. Doe, and kid under 1 year

Class P.—Cattle

1. Calf, heifer under 6 months
2. Baby beef
3. Young breeding stock under 2 years
4. Dairy cow

Class Q.—Horses and Mules

1. Colt, under 2 years
2. Riding pony
3. Span of work horses, or mules

Class R.—Miscellaneous

1. Comb honey
2. Extracted honey, pint jar
3. Cane syrup, 1 quart
4. Dry peas, any variety, 1 gallon
5. Dry beans, any variety, 1 gallon
6. Cotton (50 bolls)
7. Cotton seed (10 lbs.)
8. Cotton stalk (3)
9. Watermelon, largest, best flavored
10. Collection farm products
11. Collection various kinds of wild and cultivated legumes showing nodules
12. Berries, 1 quart
13. Commercial feed stuff
14. Plan for lighting farm buildings
15. Newspaper article: "What our school is doing to improve methods of farming."
16. How to furnish a restful sitting room—expense considered

Making a selection for the school and community fair

Class S.—Manual Training

1. Book rack
2. Broom rack
3. Box for testing corn
4. Picture frame
5. Porch swing
6. Yard gate
7. Model farm gate
8. Model for putting running water in the house—(least expense)
9. Library table
10. Collection of wooden toys (Intermediate grade)
11. Furnished doll house (Intermediate grade)
12. Model watering trough (cement)
13. Seat for lawn (cement)

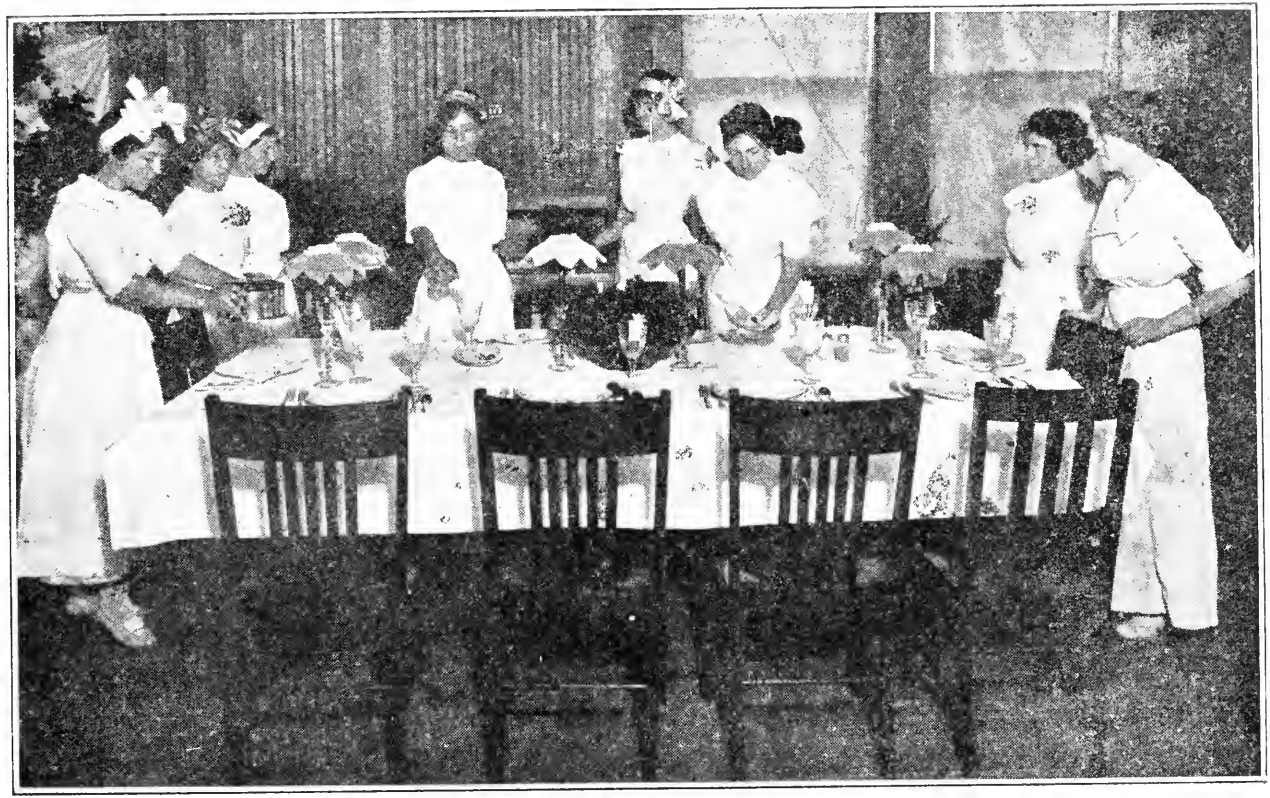
XI

COLLECTION OF SCORE CARDS

Send to Texas A. & M. College, or to U. S. Department of Agriculture for standard score cards for judging farm products. Send to the Extension Department of the University of Texas, Austin; A. & M. College Extension Service, College Station; or Girls' Industrial College, Denton, for standard score cards on household exhibits. Pupils can make copies of these for class use.

The following list of selected score cards is intended chiefly to help the committee and the exhibitor in suggesting and selecting the type of product for entry:

1. Corn (ear)
   - Prolificacy .....30 points
   - Trueness of ear to type.....20 ''
   - Market condition .....20 ''
   - Character and uniformity of ears.....15 ''
   - Character and uniformity of kernels.....15 ''



A demonstration on "How to Set the Table"

2. Hay
   - Maturity (cut at proper time).....25 points
   - Condition .....25 ''
   - Color .....20 ''
   - Aroma .....20 ''
   - Textures .....10 ''

3. Peanuts
   - Uniformity of exhibit.....30 points
   - Color of hulls.....20 ''
   - Maturity .....30 ''
   - Trueness to type.....20 ''

4. Irish Potatoes
   - Uniformity .....40 points
   - Smoothness.....20 ''
   - Freedom from blemishes.....20 ''
   - Shallowness of eyes.....10 ''
   - Marketable size .....10 ''

5. Sweet Potatoes
   - Uniformity .....40 points
   - Smoothness .....20 ''
   - Trueness to type.....20 ''
   - Freedom from blemishes.....10 ''
   - Marketable size .....10 ''

6. Fruit
   - Size .....15 points
   - Color .....15 ''
   - Uniformity .....20 ''
   - Freedom from blemishes.....25 ''
   - Quality .....25 ''

7. Ham and bacon
   - Weight ..... 5 points
   - Trim .....10 ''
   - Symmetry ..... 5 ''

Flavor	50	points
Color	10	"
Texture	10	"
Proportion lean to fat	5	"
Marbling	5	"

8. Farm efficiency

Size of farm	6	points
Organization	10	"
Type of farming	10	"
Soil management	10	"
Crop management	10	"
Crop and stock improvement	10	"
Quality of business	12	"
Equipment { Adequacy, Economy, Utilization of }	12	"
Subsistence enterprises	6	"
General { Conditions, Appearances, Practices }	8	"
Farm accounts	6	"

9. Plowing

Straightness of furrow	15	points
Uniformity of furrow slice	15	"
Uniformity of furrow	15	"
Finishing of ends and corners	10	"
Skill in handling plow and team	15	"
Connecting two lands	10	"
General quality of work	10	"
Amount accomplished in given time	10	"

10. Bread

Flavor, taste, odor	40	points
Texture of crumb, lightness, color, doughiness	45	"
Shape of loaf	5	"
Written record	10	"

11. Canned Fruit Collection.
    - Variety ..... 20 points
    - Clearness ..... 10 "
    - Appearance in jar ..... 10 "
    - Condition ..... 50 "
    - Written report ..... 10 "

12. Buttonholes
    - Shape ..... 30 points
    - Durability and uniformity ..... 30 "
    - Regularity of stitches ..... 20 "
    - Written report ..... 20 "

13. Patching
    - Matching stripes ..... 40 points
    - Neatness of corners ..... 30 "
    - Neatness of seams and stitches ..... 30 "

14. Darning
    - Regularity of stitches ..... 45 points
    - Connection of stitches to holes ..... 45 "
    - Written report ..... 10 "

15. Sewing
    - Selection of material for purpose ..... 10 points
    - Buttons and button holes ..... 15 "
    - Finishing seams, neatness ..... 20 "
    - Laundering ..... 35 "
    - Written report ..... 20 "

16. Woodwork
    - Workmanship ..... 25 points
    - Design ..... 25 "
    - Selection of material ..... 25 "
    - Time used in making ..... 25 "

17. Composition
    - Spelling, penmanship, neatness ..... 30 points
    - Correct form ..... 20 "
    - Originality and style ..... 50 "

18. Apples

Form	10	points
Size	15	"
Color	15	"
Quality	20	"
Uniformity	20	"
Freedom from blemishes	20	"

19. Peaches and plums

Form	10	points
Size	15	"
Color	15	"
Uniformity	20	"
Quality	20	"
Freedom from blemishes	20	"

20. Grapes

Flavor	15	points
Form of bunch	20	"
Size of bunch	15	"
Size of berry	10	"
Color	10	"
Firmness	5	"
Bloom	5	"
Freedom from blemishes	20	"

21. Eggs

Uniformity of size	15	points
Freedom from dirt	15	"
Shape of egg	5	"
Color of shell	5	"
Strength of shell	5	"
Size of air cells	15	"
Quality of yolk	20	"
Quality of white	20	"

22. Pastries
    - Appearance:
      - Color:
        - Shade ..... 4 points
        - Eveness ..... 3 "
      - Surface ..... 6 "
      - Condition ..... 7 "
    - Quality:
      - Thoroughness of baking.....20 "
    - Crust:
      - Flakiness ..... 5 "
      - Lightness ..... 5 "
      - Tenderness ..... 5 "
      - Crispness ..... 5 "
      - Color ..... 5 "
      - Sweetness ..... 5 "
    - Filling:
      - Consistency .....10 "
      - Taste .....10 "
      - Amount .....10 "

23. Preserves
    - Quality:
      - Taste .....20 points
      - Flavor .....20 "
      - Consistency .....20 "
    - Appearance:
      - Uniformity:
        - Shape ..... 7 "
        - Size ..... 8 "
        - Color .....10 "
        - Arrangement ..... 5 "
    - Package:
      - Protection ..... 5 "
      - Condition ..... 5 "

24. Marmalade
    Quality:
        Taste ..... 20 points
        Flavor ..... 20 ”
        Consistency ..... 20 ”
        Color ..... 20 ”
    Package:
        Protection ..... 10 ”
        Condition ..... 10 ”

25. Jelly
    Appearance:
        Clearness ..... 15 points
        (Not cloudy. Free from crystals or other solid particles.)
        Color ..... 10 ”
        (Natural color of fruit.)
    Taste:
        Tartness ..... 15 ”
        (Should retain natural taste of fruit.)
        Flavor ..... 15 ”
        (Combinations of materials should be proper.)
    Quality:
        Consistency:
            Solidification ..... 15 ”
            (Not syrup or taffy, but hold its shape.)
            Firmness ..... 15 ”
            (Should tremble, yet slice firmly.)
    Package:
        Protection ..... 10 ”
        Condition ..... 5 ”

26. Pickles
    Quality:
        Taste ..... 20 points
        Flavor ..... 20 ”

Appearance:
Uniformity:
Shape .....10 points
Size .....10 ''
Color .....10 ''
Arrangement .....10 ''
Package:
Protection .....10 ''
Condition .....10 ''

27. Tomato Catsup, or other Condiments
Quality:
Taste .....20 points
Flavor .....20 ''
Appearance:
Color .....20 ''
Consistency .....20 ''
Package:
Protection .....10 ''
Condition .....10 ''

25. Fancy Work
Materials:
Appearance as a whole.....10 points
Kind .....10 ''
(Proper regard for use.)
Quality ..... 5 ''
(Proper weight.)
Color ..... 5 ''
(Appropriate; must harmonize; and, if to be laundered, of fast color.)
Amount ..... 5 ''
(Not too much, nor too little.)
Design:
Appropriateness .....25 ''
(For purpose; style.)
Workmanship:
Stitches (kind) .....10 ''

(Suit material, design, and purpose.)
Quality ..... 5 points
(Same throughout.)
Uniformity .....15 ''
(Properly begun, and finished; on wrong as well as on right side.)
Finish ..... 5 ''
Neatness ..... 5 ''

26. Cake.
Appearance (general):
Appearance .....10 points
Color .....10 ''
Character of Crumb:
Texture .....20 ''
Moisture .....10 ''
Lightness .....10 ''
Flavor .....15 ''
Baking .....25 ''

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"I hope the needs of the nation, and of the world, in this hour of supreme crisis, may stimulate those to whom it comes, and remind all who need a reminder, of the solemn duty of a time such as the world has never seen before. The supreme test of the nation has come. We must all speak, act, and serve together."—President Wilson.

"The very definition of community is a body of men who have things in common, who are conscious that they have things in common. A community is unthinkable, unless you have a vital inter-relationship of parts; there must be a fusion, there must be a coordination, there must be a free intercourse, there must be such a contact as will constitute union itself before you will have the true course of the wholesome blood through the body."—President Wilson.

The American Creed

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon these principles of freedom, equality, justice and humanity. for which American patriots sacrified their lives and fortunes.

"I therefore believe it is my duty to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies."—W. T. Page.

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